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ABSTRACT

This paper describes an individualized reading program for grades one through twelve and discusses some of the administrative requirements for conceptualizing, implementing, and supporting such a program. It also presents the historical events that led to the development of the individualized reading program. A description is given of the Individualized Reading Center (IRC) which was designed to place the teaching of reading within the domain of qualified and trained reading teachers and to remove the teaching of reading from subject specialists in the language arts, social sciences, and mathematics. Several floor plans for the reading centers are included in this paper, along with schemas of the different approaches to be used in teaching the students. The role of the administration in enlisting the support of the community is also described. (RB)

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INDIVIDUALIZING THE READING PROGRAM
FROM CONCEPT TO PRACTICE

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March 1975

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INDIVIDUALIZING THE READING PROGRAM
FROM CONCEPT TO PRACTICE

Floyd W. Davis, Ed., Assistant Superintendent, Basic Skills Department
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This paper is being written for two purposes. The first is to describe a different kind of reading program for students in grades one through twelve. The second purpose is to discuss some of the administrative requirements for conceptualizing, implementing, and supporting such a program, but in order to do so I must touch upon historical events which led to current operations.

The whole thing began about eight or nine years ago in a school district about 50 miles south of San Francisco, California. In a large intermediate school, or in more recent parlance a middle school, where I was principal, a festering problem was growing, one cure for which turned out to be the need for a reading program that met the aspirations, wants, and desires of all the students--not just the high achievers.

As with most secondary type schools, it was assumed by the faculty that the basics of reading had been taught in the earlier grades, and since most of the teachers were secondarily trained, little was known about the teaching of the basics of reading anyway. The typical solution in dealing with those who had slipped through without acquiring the necessary skills to compete in a highly departmentalized, somewhat impersonal kind of school operation, was to set up homogeneous classes. The bright high achievers were in one grouping, the average in another, and the slow or deficient in yet another. To exacerbate the problem there was a small group of Chicano youngsters, many of whom were bilingual, and almost all of whom were placed in the low groups.

Of course, the prophesy of self-fulfillment was operating at its pinnacle in this kind of atmosphere. Teachers expected students in the low groups to be problems, both academically and behaviorially, and the students did everything possible to live up to that expectation.

As if this kind of conflict was not enough, there were iron fisted district rules about everything that these kids could and could not do. There were rules about wearing belts, skirt length, hairdos, makeup, and so on ad nauseum. Further, the school was organized around a core curriculum block; language, social studies and reading on the one side and mathematics and science on the other. The language arts teachers were expected to teach two core blocks per day, each consisting of one period of reading, language arts, and social studies. Since most were trained in secondary

English, they were reasonably competent in that subject, and most did a creditable job in teaching social studies. The teaching of reading was something else again. Reading was everything but reading, and the kids were bored to tears with the process. The climate was perfect for all the problems that we read about in current best sellers that deride U.S. education.

As I attempted to determine a method for improving both the behavior and the academic climate, two solutions began to evolve. First, the homogeneous grouping had to go, and second the so-called reading program had to be drastically overhauled. However, in so doing, individual teacher and student differences had to be considered and there was no need to be abrasive in effecting the change. The bright high achieving student needed just as much attention as did the average and the low achiever, and teacher sensitivities could not be neglected either.

In those days, while I was better schooled in the teaching of reading than any member of my staff, I was still terribly naive about the whole process. My traditional college background was of little help, so I began casting about for a reading program that would meet the needs of a multi-cultural and multi-gifted student body; and after much reading and research, the Individualized Reading Center was conceptualized. The name was quickly shortened to the IRC.

Basically, the IRC was designed to place the teaching of reading in the hands of qualified and trained teachers, to consolidate materials in one location, to teach the basic skills commensurate with older student needs, and to give students some degree of control over the material that was to constitute the reading program. Without going into detail about all those first trials and tribulations, the IRC began to function; and by doing some pre and post testing and comparing with another comparable group, students in the IRC achieved far ahead in all areas tested.

The original IRCs were set up in a regular sized classroom with the usual, standard school furniture. By scouring the neighborhood and with a very small grant from the district, the IRC was stocked with paperback books, magazines, newspapers, comic books, and many other types of printed materials. Literature texts and workbooks were available for prescriptive work if needed. Students were assigned on a heterogeneous basis, thus eliminating two problems, low groups and segregation of the Chicano boys and girls. Two such centers were set up, one for seventh graders and one for eighth graders; and two teachers were recruited to become Individualized Reading Center Counselors or IRCCs as they came to be known.

Picture if you will, the physical setting of these original IRCs. In general, as noted, the furniture was traditional school-type furniture. In the back or front of the room there were two or three spinners with paperback books displayed on each. There was a table and perhaps another small rack where magazines and newspapers were kept. Along the back counter were those kinds of reference materials that could be used for prescriptive teaching. Activity books, so-called low vocabulary readers, and a few kits that purported to teach some of the more basic decoding skills were among the

prescriptive items. Students entered this room, selected personal reading material for the day and immediately went into an uninterrupted sustained silent reading activity for ten to fifteen minutes. Following that session the IRCC might have taught a lesson in, say, efficiency reading. The lesson for the day might have been how to use the finger as a reading pacer. Once that had been accomplished students who had prescriptive work to complete went directly to that activity while others continued to read material that had been selected independently. The counselor then began conferencing with up to four or five students per day and ended the period usually with the assignment and the schedule for the next day.

The atmosphere in the individualized reading center was very relaxed. Students did not feel constrained to sit in the conventional school seats but were permitted to sprawl on pillows, hunch up in a corner, or sit on counters where there was no chance of damage to school property. It was still not an ideal situation, but certainly was a change from the regular core classes in which they had been enrolled previously.

It was not long before the reading center classes became the most popular time of the day. In fact, many core teachers reported that students were pressuring them to use the same kind of techniques for teaching English and social studies. Needless to say, most of those requests fell on deaf ears. There was a concern that this kind of operation was too relaxed to pick up the student who needed extra decoding and corrective help. Such was not the case, of course. A system was worked out so that reading deficient students were able to operate independently and yet receive a fair amount of input for corrective activities. For example, it is reasonably well known by most knowledgeable reading authorities that corrective help for students in the secondary years is usually not very effective. For all the money, time, and energy that has been put into remedial classes in junior and senior high schools, most "remedial" students remain on the bottom end of the academic scale throughout their school lives. One of the major problems is that too often the remedial help is of the same quality, quantity, and content as that which the student has already failed in earlier grades. The theory in the reading center, then, was to find alternative approaches to corrective reading activities and to avoid those situations which obviously had not proven fruitful in grades one through six. In many cases the students were able to determine personalized alternative approaches, and it was amazing to the reading center counselor and to me, the numbers of students who actually remediated their own problems once they were given the opportunity to do so. For those who were not so fortunate and for the bilingual children who were much more academically deficient than others, alternative approaches took the form of finding materials that were extremely simple using a different decoding technique. In some cases even a new phonetic alphabet was taught. For a few others the old traditional phonics by rule was reinforced, and that was all it took to bring the students back to a functioning level.

Without belaboring the point, before the year ended we could make the claim that there was not a single non-reader among those students who had entered the individualized reading center in the fall. It would not be truthful to indicate that all students were reading up to grade level or that all were

now ready to take college entrance exams, but it was an extremely satisfying and gratifying outcome when every student in those two classes was reading, was not afraid to read, and in many cases had turned unsuccessful academic careers to the successful side.

There were many heartwarming stories that could be realated about those first meager and somewhat insecure beginnings. One example is of the little Chicano boy who came from a family of eleven children. His family was very poor, and he knew that he would have to drop out of school after the eighth grade in order to go to work and help support his brothers and sisters. Up to the year of the IRC he was one of the "low group no names"; but he did so well that first IRC year and gained so much more than he had been able to previously, that his parents decided he would not drop out of school. Somehow this poor family would make certain that he was going to be their first high school graduate. Dozens of other stories could be related of the children who were complete behavior problems who turned themselves around and became outstanding students.

Vandalism counts were down, and my job as a disciplinarian was considerably reduced. Most of those students who had formerly been the bad actors in the low groups were no longer visible and had no need to be angry at the school since they were being given the opportunity to read and to achieve at their own levels and their own rates, and indeed all of them were achieving in an individual way.

To conclude this portion of the IRC story, the results of the program were so significant that when I came to Seattle I was most eager to see if the individualized reading center would operate equally as well in an urban setting with a more diverse student population in a much more diverse community. The program did, indeed, work exceedingly well; and while all of the aspects have been refined over and over again, the IRC philosophy, program, and management systems have not changed all that much over the past eight years.

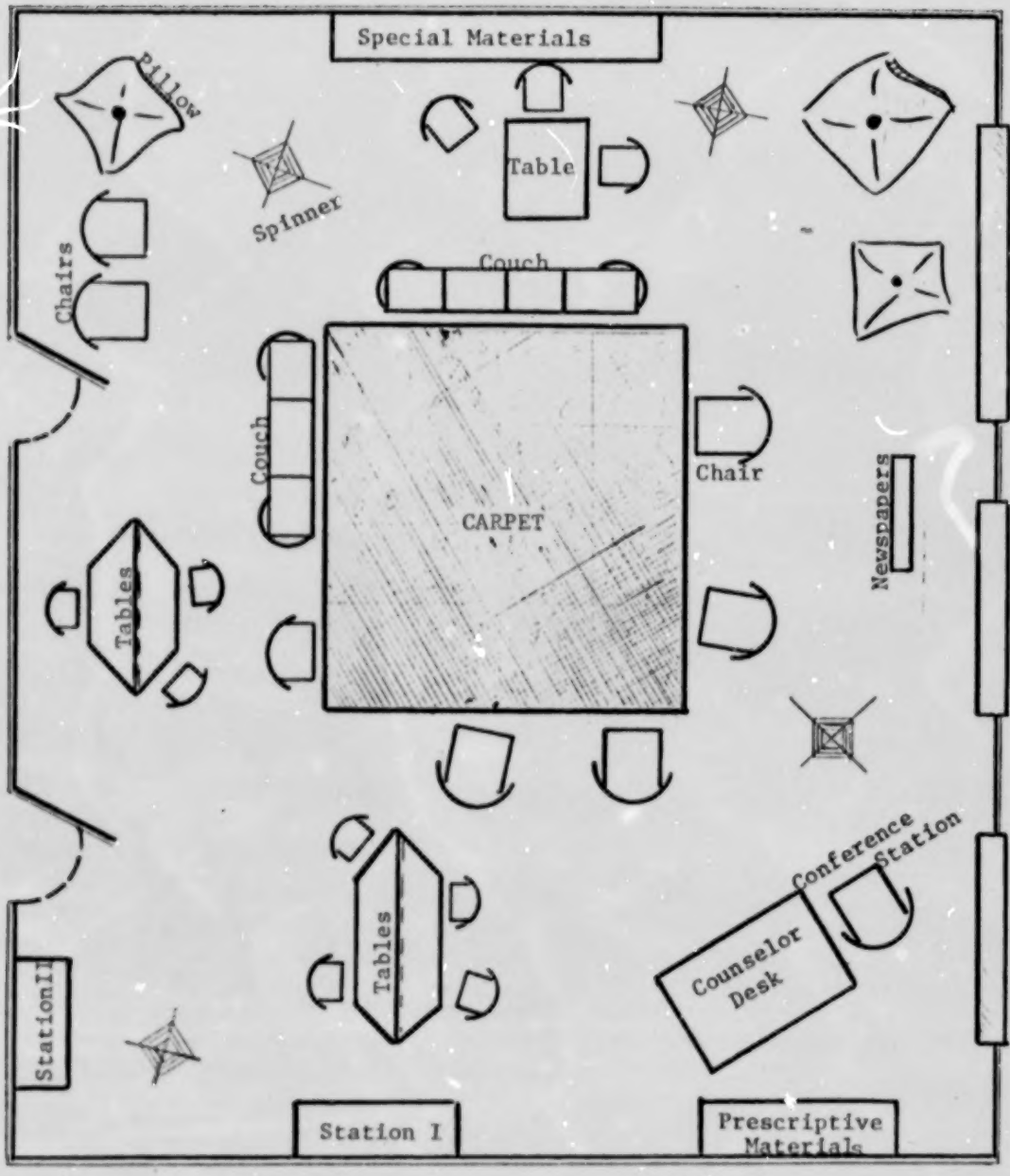
While the original IRCs were largely furnished with standard school desks, subsequent centers have become quite sophisticated in changing the decor from a sterile school room to one that has both comfort and charisma.

To illustrate, the following is a typical floor plan which permits IRC activities to take place. For the IRC to be effective, traffic patterns must be considered which eliminate bunching and to avoid slow-downs in selecting materials. Good visual contact is necessary for the new IRCC although for the experienced counselor, such a provision does not seem so necessary.

Writing surfaces must be strategically located for certain basic skills, such as efficiency exercises. Other considerations about management must be dictated by common sense and local physical conditions.

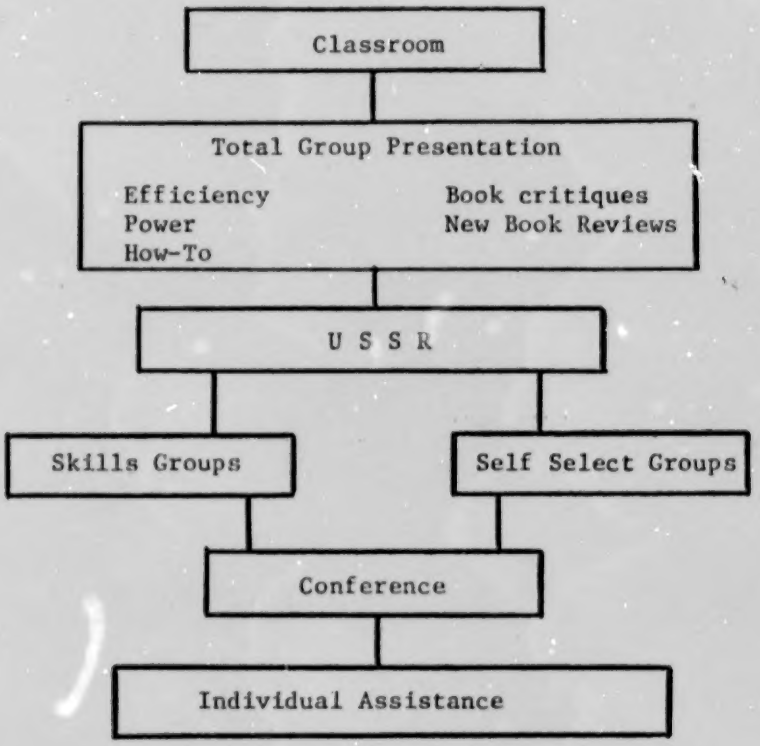
The following floor plan is suggestive only, but includes all the physical provisions for a class of twenty-five to thirty.

Typical IRC Floorplan



While working with the original IRCs it became apparent that a management system was needed. Processes for working with a multitude of materials and a maximum number of students had to be worked out. A management system was conceptualized and has subsequently been refined several times. A schematic of the management model follows:

CONCEPTUAL SCHEMATIC FOR IRC ELEMENTS



While the elements in this model are not always kept in the same sequence, it has been found that all are essential for the successful operation of the IRC.

Essentially the model works like this: The IRCC may make a group presentation of a basic skill like SQ3R on the first day (total group). On the second day the first element of SQ3R may be practiced - the survey portion. Following mastery of the survey technique, the other elements of SQ3R will be covered.

USSR, uninterrrupted sustained silent reading, is a daily function, and must be practiced almost without fail. Much has been written about USSR which precludes further description here.

Skills groups are set up depending upon individual needs and are usually a result of perceived problems which arise out of the conference routine.

Self select groups or sections occur every day. All students in the IRC, regardless of ability, must be permitted a self select time. Some call this independent reading. I prefer self select since some of the students are barely able to read independently, and independent reading frequently becomes an excuse for the teacher to do nothing. Finally the conference touches four or five students daily permitting a repeat every two weeks. This is a very specialized routine and must be done according to a prescribed set of rules. A good IRCC is well trained in conferencing and does not simply talk to students about books. Barrett's Taxonomy is the instrument used to train teachers on conferencing techniques.*

Individual assistance is the name of the game. Each day must permit some individual contact with students who require such contact.

It should be noted here that reading skills taught to older students are not the same decoding skills taught to primary children. Skills taught in the upper grades in the IRC consist of efficiency reading (more commonly known as speed reading in a more narrow sense), power skills, and 'how to' reading skills (how to read in the content areas). We have worked out a regular grade level sequence of these skills so that students do not become bored with repetition year after year.

The IRC program, transplanted to Seattle, has continued its winning ways and once again has exceeded our greatest expectations. I cannot say that all is velvet; programs still depend largely upon teacher ability, concern, professionalism, energy, and sad to say, personality. In those places where the IRCC is exemplary, there is no better reading program in existence; and in those places where the IRCC is less than perfection, the reading program is still better than the old three group, single basal routine.

Once the individualized reading center operation was working well in Seattle and had achieved a foothold in almost every school, it was time to begin trying to translate the good work from the reading center in grades four through twelve into classrooms in grades one through three.

Upon arriving in Seattle I found that the reading scores had been slipping for the previous six years. Some of the reasons were quite obvious. Materials were obsolete and outdated. There was only one approach which was the sight approach, and all children were expected to use the same basal text. Teachers had not been brought current on the latest reading information available, and the college training programs were and still are woefully lacking. There were many other reasons not so obvious such as student unrest, a community in transition and so forth. As a beginning we immediately set about acquiring more up-to-date textbooks which afforded some alternative reading approaches to the children. Our major push was a switch from the sight approach to a more alphabetic, phonetic approach and to train the teachers accordingly. Because of pressures from the community this task was not all that difficult. Parents wanted children to begin reading better, and teachers and administrators were

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* Barrett, Thomas. "Innovation and Change in Reading Instruction," Sixty-Seventh Yearbook of the National Society for the Study of Education, Part II.

looking for some leadership and guidance. We did, indeed, step on a few toes, and in fact are still walking over a few dead bodies among the old timers who felt that Dick and Jane and Puff and Muff were good enough for grandfather and certainly are good enough for modern day students.

The first job then for upgrading the primary reading program in Seattle was to obtain new materials and to train teachers to use those materials. I recognize and confess that this was a very weak way to set up a reading program since it relies on materials rather than on a firm foundation of a planned reading curriculum. Nevertheless, because of the nature of the problem and because it had gone on so long and because of community pressures, it was felt that something immediate had to be accomplished to show that we at least were moving in the right direction. New materials alone helped change the attitude of the teachers and gave many of them their first brush with a different approach to teaching reading. The input of new materials had to be gradual since the district could not afford to fund all grade levels at once. About one-third of the primary children and teachers were funded the first year. This provided for a built-in control group of children for whom materials were not available the first year. Comparing the two first grade groups; i.e., those who had to use the traditional old style materials and those who used the new alphabetic phonetic materials, showed that the students in the newer alphabetic phonetic approach were indeed stronger readers and were progressing more rapidly than those who were not given that opportunity.

One other added variable was the fact that the year previous we had begun a reading program in kindergarten, and the experimental group who received new alphabetic phonetic materials were also part of the group that had begun reading in kindergarten. This process was continued for four years on a phase-in basis until all grades, one through three, had been given a new set of reading materials; and all teachers had been trained in their use. A follow-up study of experimental vs. control children in the fourth grade indicated that those who began reading in kindergarten and who had used the alphabetic phonetic materials were reading significantly better than those children who had not been given reading in kindergarten and who had stayed with the old materials.

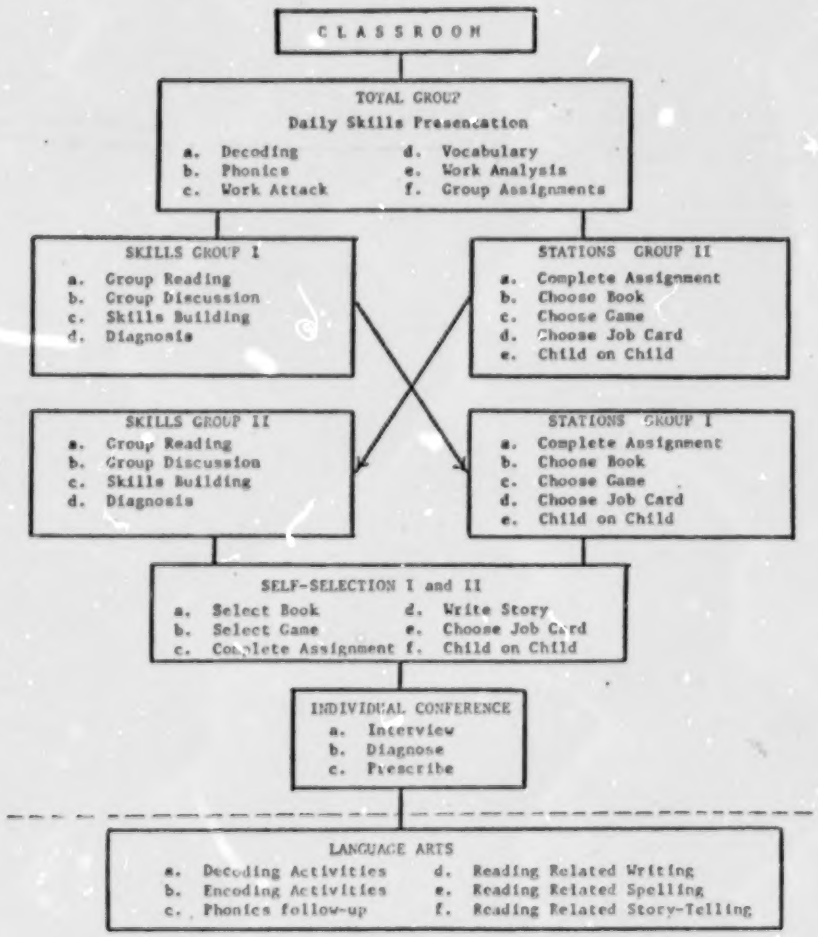
Toward the end of the three year cycle, I began to attempt to conceptualize a newer, more valid, primary program based on the successes of the IRC - one not totally dependent upon a basal series. One of the first discoveries was that indeed it was not necessary to have one single basal reading series for all children. Because many of the newer readers on the market were alphabetic phonetic in their approach, correlation between the different series was quite simple and a correlation chart for cross referencing skills between about thirteen series was set up. Thus, if a child was having difficulty in one series, it was easy enough to move parallel into another set of materials which did the same job but either at a slower pace or with different story content. However, this was still a reading curriculum based on commercial textbooks, a most undesirable process for developing a viable reading program.

As we watched the traditional three-group approach operate even with the new materials, it seemed only fair that primary children be given somewhat the same kind of opportunity that was afforded those students in the IRC.

It took over three years to conceptualize such an approach since it was quite obvious that children in grades one through three were not capable of the independent activity which was expected of students in grades four through twelve. Some system had to be worked out to infuse a relaxed IRC kind of atmosphere and yet maintain a more direct input and control of decoding and comprehension skills. We were reluctant to set up an IRC program for primary children without taking into account those needs that could not match the more free flowing IRC approach. Finally, after much thought and casting about, the program that is now known as PRIMIR, Primary Individualized Reading, was devised.

This program maintained and preserved all of the desirable aspects of the so-called traditional approach to teaching reading while at the same time infusing those elements of the IRC that were workable with primary children. Organizationally a mini IRC was set up in each primary classroom and teachers were trained in conferencing, small group, total group, and self-selection approaches. The program was schematized as follows:

CONCEPTUAL SCHEMATIC FOR SCHEDULING
INDIVIDUALIZED READING PROGRAM AT PRIMARY LEVEL

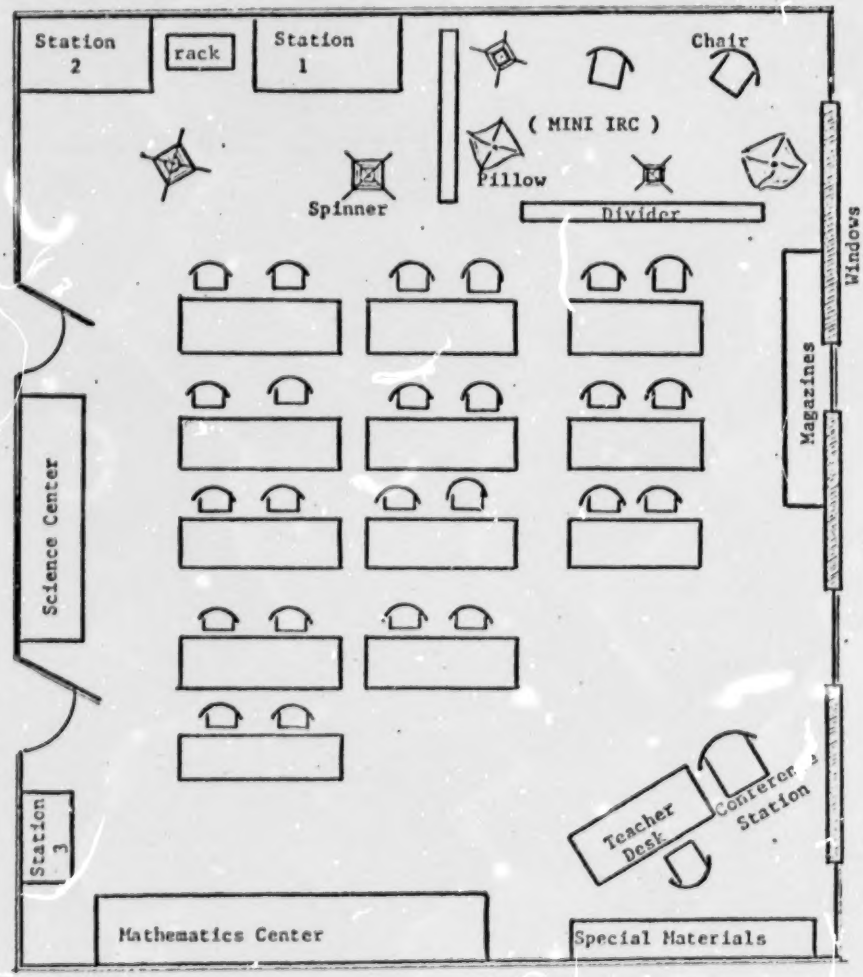


Note how similar the PRIMIR Conceptual Schematic is to the one for IRC. The total group is the vehicle for introducing the basic skills. The skills groups is the vehicle for reinforcing the basic skills and working out prescriptions. Self-selection and stations activities permit children to select and utilize reading materials or activities of their own liking, and finally there is the provision for one-to-one conferencing on a regular basis.

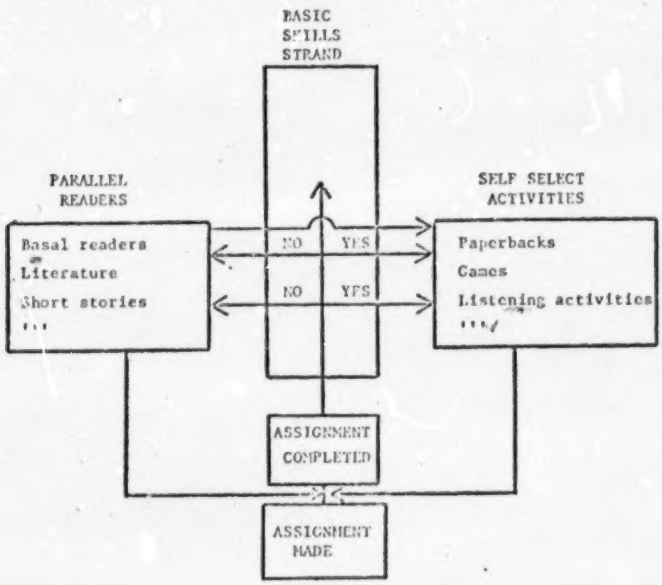
Like the IRC many refinements have come and gone - room decor, materials, and management processes. Currently PRIMIR classrooms are set up as follows: Into each room a mini reading center is set up in a back corner. It is stocked with paperback books, comic books, magazines, newspapers, and whatever reading material appropriate to a particular grade level it is possible to find. Around the room there are areas dubbed stations. These stations are used for both self-selection and prescription. Stations contain various reinforcing materials and equipment such as a corrective materials station, a tape recording station, and so forth. The room is stocked with throw rugs and pillows where youngsters may read for pleasure and for information.

The following is a typical floor plan for primary classrooms that convert to the PRIMIR operation.

Typical PRIMIR Floorplan



To better illustrate how a teacher manages the multitude of materials, the following is a schematic showing how the basal strand is coordinated with other materials. If assignments in the basal strand cannot be accomplished or completed, the child is shunted into another set of materials which essentially repeats the process. In this manner, the same skills are taught and reviewed but the content and pace will be different thus overcoming boredom and mundane repetition. For the child who achieves the desired basic objective, self-selection or other independent activities can take place. It should be noted that workbook type activities are held to a bare minimum. The emphasis in the PRIMIR session is on reading with other related language arts activities taught at another time of the day. The theory is that to become a good reader one must practice reading.



The typical PRIMIR day operates somewhat as follows. First comes the uninterrupted sustained silent reading time. Following that the teacher will probably introduce a new concept, decoding skill or even a new reading game as a total group activity. Following the total group presentation some children move into a self-select activity while another smaller group begins a skills group lesson for the day. After the first skills group lesson is finished, the second skills lesson is taught; and following that, the day's conferences begin.

As noted above, writing and filling in of blanks and workbook activities are kept to a bare minimum during the reading period since the total emphasis is on reading. If there is a writing or reading activity requiring a paper-pencil mode, such activities are scheduled for a language arts period which follows the reading program, or in the case of the divided-day, are scheduled before the last reading period of the day.

The divided day schedule has been found to be an essential ingredient in the PRIMIR operation. The divided day was and is an administrative technique for scheduling half the class into school the first hour in the morning and the other half of the class into school for the last hour of the day. In between these two hours, the entire class attends school, and the teacher operates with normal routines. The first period is a reading period, and the last period is a reading period; and since only half the class is present at that time, there is more than ample opportunity for individualization of instruction, assessment, testing, etc. The following schedule is typical of the kind of scheduling that occurs under the divided day.

Typical DIVIDED DAY SCHEDULE

8:40 a.m.	Morning Group Arrives
8:50 a.m.	A.M. Reading Program
9:50 a.m.	Recess - Second group arrives
10:00 a.m.	Morning activities for entire class - language arts, P.E., mathematics, art, social studies, music, etc.
12:00 noon	Lunch
12:30 p.m.	Afternoon activities for entire class - language arts, P.E., mathematics, art, social studies, music, etc.
2:15 p.m.	Recess - Morning group goes home
2:25 p.m.	P.M. Reading Program
3:25 p.m.	

The divided day (D/D) provides small groups for the reading period. To set up a divided day, students must be heterogenized by grade level. One-half of the first graders, for example, are assigned to the a.m. session and one-half to the p.m. session. In order to maintain a reasonable number of minutes of instructional time, the teacher's day is usually extended twenty to thirty minutes while the students' lunch hour is minimized. Afternoon recess is eliminated, and other time saving programs are instituted.

During the early stages of the PRIMIR program it was quite apparent that with the multitude of materials available, including several basal reading series, something had to be done to make sure that children, and for that matter the teacher, did not become confused about the teaching of phonics or the teaching of basic decoding skills. At about the same time that the PRIMIR operation first came into being, I discovered a new method of teaching phonics which was called the "graphoneme" approach. This unique method of teaching decoding skills was devised by Virginia Jones Benedict and was similar to the old word family approach but with several different and new twists.* Since the graphoneme approach did not require children to learn

* Jones, Virginia (Benedict). Decoding and Learning to Read. Portland: Northwest Regional Educational Laboratory, 1967.

phonics rules nor did it require teachers to know phonics rules, it was seen as a simple, straightforward, and extremely efficient method of teaching phonics. Furthermore, it also eliminated blending problems which were usual among students who had gone through the cuh, ah, tuh, (cat) kind of decoding process.

A graphoneme is a closed syllable which begins with a vowel and ends with a consonant such as at, in, et, ut, ot. By teaching short vowels, a few consonants, and avoiding as much distortion among the isolated consonants as is possible, the children immediately begin decoding graphonemes with an obvious outcome. By learning the ot graphoneme it is possible to use a number of beginning consonants to make new words. Children decode faster, blend better, and become better spellers when they use the graphoneme as their basic decoding approach.

Again, the PRIMIR operation was and has continued to be successful beyond wildest expectations. Children that normally would have had difficulty in the traditional program are receiving the help they require; and we end up with fewer and fewer children in deep, deep, trouble. That does not mean that there are not children who still experience difficulty. It simply means that the numbers of children normally expected to have trouble are beginning to fall back into a more normal curve, and only those children who have some physical deficiency are still not able to read. Research and evaluation projects designed to determine results of the PRIMIR program show that it is superior to all other programs no matter how we attempt to compare them. Even granting that some of our procedures for evaluation are not all that refined, we still have not uncovered a research/evaluation technique that shows the PRIMIR program to be less efficient than all other reading approaches available for comparison.

The program has been picked up by the Right-to-Read people as deserving of nation-wide dissemination and we expect soon to see PRIMIR in the Right-to-Read catalog of exemplary reading programs.

The second purpose of this paper was to explore the administrative processes necessary for the setting up of a new reading program. One of the first and most essential ingredients in setting up a new program is administrative support and commitment. I will go out on a limb and say that the principal should not, unless he or she is thoroughly trained in the teaching of reading, become involved in dictating reading curriculum. It is imperative, though, that the principal lend support, mental and physical, to the setting up of a reading program. Administrative support is crucial as has been shown by several studies of the success or failure of educational programs.

I admonish any principal who desires to begin the process of revising or restructuring an outdated reading program to begin first by looking about to see what is available. The principal must make certain that teachers avoid the usual pitfall of buying a set of textbooks as a new method of teaching reading. The principal must have firmly in mind that a program is made up of many elements--teachers, students, physical space, time allocations, money, and somewhere far down on the list, materials. Once all of the other elements have been considered, materials can be previewed, but not

before. Unless a program complete with management system is conceptualized, the processes of teaching reading will remain constant; and nothing will change.

Community involvement depends to a great extent upon the philosophy of the school and the school district. In some communities parents do not particularly care to be involved in the actual development of curriculum, but they are usually quite interested in an evaluation of curriculum programs. In other communities parents like to be directly involved, and the principal must indeed keep that in mind.

If the principal has funds, it may be well to call in one or more experts or authorities to hold some motivational sessions which will cause teachers to think in different directions. Administrators should not make the mistake of calling in experts to set up the local reading program. There are too few experts or authorities who really know what reading programs are all about in the primary grades at least at the operational level. I venture to say that very few college professors can come in and actually offer a formula for the management system that is necessary to set up a basal program. Too few so so-called experts have actual classroom experience. What these people are valuable for is to cause others to think in different terms.

It is necessary and essential to provide release time so that teachers can sit and think and conceptualize. It is also well to have a boss of the whole operation. A program planned by committee is usually as weak as the weakest committee member. Someone has to be the "reading dictator" who gives directions, who coordinates, and who in some cases pushes and shoves to get the operation completed. If you cannot make the horse drink, at least haul the nag to the trough. Everyone gets thirsty sometime.

Materials are essential once the program has been outlined; and the wherewithall, in terms of money to purchase, must be considered. It is almost impossible to set up a new reading program using old reading materials. I find it completely incongruous that principals and teachers claim to have a new reading program and yet there is not a single difference either in schedule, management, or materials other than perhaps a new set of kits which have been purchased.

One of the key roles a principal can play is that of the "devil's advocate." Someone needs to keep the whole process in focus to avoid band wagonism and to assure that all alternatives are considered before accepting or rejecting the new program.

Once the new approach is accepted by the staff, there begins the process of interpreting to the community. This is especially critical if the divided day is a part of the operation. In spite of administrative and staff intentions, a hostile community can act, and very emphatically, as spoiler.

Of course, one technique that will at least help ease community resistance is to obtain community input during the planning stages. This has proven fruitful in almost all of the IRC and PRIMIR operations, especially during the installation phases. While the process must be a total staff effort, it is the principal who must be responsible for coordinating the efforts, setting up meetings, answering and fielding complaints, and acting as the

spokesperson for the staff.

In sum, the principal usually acts as facilitator rather than the expert while setting up the IRC or PRIMIR program. Administrative consideration must be given to the following:

1. Staff commitment and desire for the program
2. Costs involved
3. Training session needed
4. Physical facilities
5. Material on hand and required
6. Processes for public information
7. Processes for evaluation and interpretation of results
8. Provision for planning sessions
9. Acquisition of expert help, advice, motivation
10. Providing alternatives, professional materials

If people are available who have set up and are operating such a program, it will be the wise administrator who obtains their services. There are too many educators constantly reinventing the wheel; and after all, it is best to learn from other's mistakes. None of us live long enough to make them all by ourselves.

FWD:rp/ms